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and cleanliness are of course to be enjoined. Saline solution by the bowel or intravenously may at times be of service.

Medicinal: Arsenic has long enjoyed a reputation in the treatment of pellagra. It may be advantageously used in the form of Fowler's or Donovan's solutions. Atoxyl and soamin, as well as salvarsan, may be of service in selected cases. Hexamethylenamine, quinine, and thyroid preparations all have their advocates. Symptomatic remedies must be employed as needed. For insomnia some of the well-tried hypnotics; for the diarrhoea bismuth preparations, guaiacol carbonate, and opium; for the anemia some bland preparation of iron; for the erythema a calamine lotion, bland ointment, or, if necessary, antiseptic dressings. Strychnine is of value in convalescence. Complications should be promptly treated with appropriate remedies.

Surgical: Under some circumstances direct transfusion of blood may prove a valuable surgical resource.

In conclusion, the mental depression so often associated with pellagra sometimes results in suicide, and this should always be kept in mind. It is not to be forgotten also that a disease so chronic in its nature and so prone to relapses demands prolonged medical supervision.

THE TRAINED TEACHER IN THE TRAINING SCHOOL *

By AMY P. MILLER, R.N.

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THE arguments in favor of the trained *versus* the untrained teacher seem to me so self-evident as to be almost a reflection on the intelligence of the audience to which they are presented. At the same time, I know that many superintendents of training schools are not yet convinced that trained teachers who bring modern methods of teaching into the schools have any particular advantage over the old order.

Matthew Arnold has said in one of his essays, "Nothing is taught well except what is known familiarly and taught often," and again, "Once secure what is excellent to be taught, and you can hardly teach it with too much insistence. . . . But the heart-breaking thing is, that

* Read at the April meeting of the New York State League for Nursing Education.

what they (pupils) *can* be taught and *do* learn is often so ill chosen." Can this careful and almost vital choice (when one remembers the limited time at one's disposal) be expected unless teachers are allowed time to consider and weigh the relative merits and usefulness of the material at their disposal? The higher up in the scale of teaching we go, the greater the amount of time devoted to study and individual research. The teacher in a country school has many grades and devotes many hours to teaching, grinding away patiently year after year. In the high schools of some of our largest cities only college graduates are eligible as teachers, and they devote themselves to special branches, such as history, chemistry, etc., while the full university professor may give two to three hours a week to actual teaching during a part of the year. From these facts I think we may conclude that the breadth and scope and value of teaching is more or less proportionate to the time that can be devoted to the material and the details of its presentation. What can be said of teaching in other lines of work may be applied to the teaching of nurses. There can be no good reason for supposing that obsolete methods will bring better results in that field than in others.

This is an age of specialization. Efficiency is more sought after, and when found more prized, than ever before. If we would keep step with progress, we must inevitably depart from the old idea that native ability may, without loss, or development, be directed into any convenient channel. The recent psychological tests of special fitness for different types of work have already saved an enormous waste of energy by directing people toward the work that by temperament and type of mind they are best fitted to do without strain. These methods are in their infancy; what they may accomplish in the future can scarcely be estimated.

We still hear that time-honored phrase, "She is a born nurse," which formerly seemed to assume that further improvement was impossible. It was like painting the lily. But does it ever occur to any but the unenlightened now that she needs *less* than three years training to fit her theoretically and practically for the work for which nature has happily given her a valuable foundation in temperament and adaptability? Exactly the same may be said of nurse teachers. Some have natural aptitude, and are fortunate, for this enables them to teach with pleasure and a minimum amount of strain. So are their pupils fortunate. But that methods and knowledge may be assumed because they have these, is manifestly absurd. If a teacher then has had preparation for her work, she will have imbibed the idea that the manner of pre-

sensation is of the utmost importance. It will vary somewhat with every class of students she meets. The selection of material to present demands careful consideration and will be governed somewhat by the preparation of the students and the subsequent character of their course in the school. Unless she herself has access to and opportunity to read books concerning several phases of her subject, she will have only a very restricted field from which to gather her material.

We all realize from our own experience the value of associating certain general facts with concrete cases. How easy it is to remember the symptoms of a disease when we have not only read of them in a text-book but have actually seen them in patients under our care. If a teacher would make use of this most valuable method of making her pupils possessors of their knowledge, she must know the resources that the wards can furnish to illustrate the points she may wish to present.

Outlines carefully thought out may enable teachers to help their pupils to crystallize their thoughts, present them in orderly methodical form, and separate the important from the trivial. Test papers have the advantage not only of making the pupils go over the ground again, but of giving the teacher important information as to what has not been clearly understood, or what needs more special emphasis. This means often many hours spent in going over and correcting papers, but I have always found it productive of a much clearer understanding of the points which one must master in order to understand succeeding difficulties. Regular quizzes on lectures not only necessitate preparation on the part of the pupil, but often reveal most unexpected abnormalities in ideas. The formality of a lecture hall makes one hesitate to interrupt, and in the hurry of taking notes the questions either do not arise or are forgotten, but the lack of formality in the classroom and the opportunity for free discussion clear up much that would otherwise be obscure or distorted.

The fact then to which I would direct your attention especially in this connection is that *all this takes time*. A teacher cannot do creditable work unless she has time for the details of that work. She cannot dash wildly from a ward which she has been supervising, bury her head in a book for fifteen minutes or half an hour, and expect to give her pupils anything much worth while.

In giving our pupils good teaching, we are not only sending them out better equipped, but we are emphasizing the importance of the intellectual aspect of nursing. By placing emphasis on that phase of

the work they will carry it with them into the schools they direct, and perhaps, if we live up to a high ideal, there will be a more steady trend toward the higher standards in teaching and a more rapid departure from methods which have been abandoned by other bodies of teachers.

In the school with which I am connected one instructor does all of the practical teaching. This includes not only demonstrations but drill and practice work. When the pupils go into the wards they know, not only the procedure in detail from practice in doing it, but the reasons why they do certain things. The supervision of the work in the wards is done by assistants to the principal of the training school who, with the head nurses, attend conferences held by the instructor in practical work. This insures uniformity.

My time is devoted entirely to the teaching of theory. It embraces the instruction given to the probationer class, which covers nine hours a week for three months, and quizzes held at different hours for day and night nurses on lectures, and bedside clinics given by the medical men. These latter classes are for the junior and intermediate nurses. The senior classes are held by the superintendent of the training school. The time devoted to teaching and attendance upon lectures and clinics amounts to about twenty-one hours a week. The rest of the time, outside of a reasonable amount for recreation, is spent in preparation for classes, correction of papers, and other work in connection with the classes, which I have indicated elsewhere.

The question of getting better, more thorough preparation and fresh inspiration is always a serious consideration for teachers in training schools, but should not be abandoned on that account. Some summer courses are always available when other opportunities are out of the question. No teacher should be content to go on year after year without adding something to her store of knowledge, and contact with other students always proves stimulating and beneficial from every point of view.

Finally, I would sum up the advantages of having a trained teacher, with time to devote to the various lines of her work, by saying that she is more efficient, she turns out pupils of a higher degree of intelligence, she comes to her work fresher, with more enthusiasm, and more resources as a teacher, she is better posted, for she has more time to devote to her subject.